



## **Intent, Implementation and Impact Document**

**Subject: FRENCH**

### **CURRICULUM INTENT**

The French scheme of work aims to instil a love of language learning and an awareness of other cultures. We want pupils to develop the confidence to communicate in French for practical purposes, using both written and spoken French. Through our scheme of work, we aim to give pupils a foundation for language learning that encourages and enables them to apply their skills to learning further languages, developing a strong understanding of the English language, facilitating future study and opening opportunities to study and work in other countries in the future. The French scheme of work supports pupils to meet the National curriculum end of Key stage 2 attainment targets (there are no Key stage 1 attainment targets for Languages).

### **CURRICULUM IMPLEMENTATION**

Our French scheme of work is designed with three knowledge strands that run throughout each unit with knowledge building cumulatively. These are:

- Phonics
- Vocabulary
- Grammar

This knowledge can then be applied within our skills strands, which also run throughout each unit:

- Language comprehension (Listening and reading)
- Language production (Speaking and writing)

Our Progression of Skills document shows the skills and knowledge that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of Key Stage 2.

Through the French curriculum, pupils are given opportunities to communicate for practical purposes around familiar subjects and routines. The curriculum provides balanced opportunities for communication in both spoken and written French, although in Year 3 the focus is on developing oral skills, before incorporating written French in Year 4 and beyond.

We follow a spiral curriculum, with key skills and vocabulary revisited repeatedly with increasing complexity, allowing pupils to revise and build on their previous learning.

Where appropriate, teachers give children opportunities to practise French in the context of lessons in other subject areas. For instance, some instructions may be given in another language in a PE lesson; or children may count in another language while carrying out a Numeracy activity. This acts to reinforce the vocabulary and structures they have learned.

Languages are part of the day to day life of the school. For example, teachers may use French to give simple classroom instructions ('come in quietly', 'entrez en silence'; 'listen', 'écoutez'; 'look', 'regardez'), to ask questions ('who wants school dinner?', 'qui veut un déjeuner?'; 'what's today's date?', 'quelle est la date aujourd'hui?') or to take the register, and to give permission for children to leave the room. Children are encouraged to respond using the language they have learned, and sometimes teachers and pupils develop new language skills together, teachers acting as role models in the learning process. This integrated approach is a strong model for teaching and learning, giving children opportunities to use and develop their language for communicating in stress-free, real-life contexts.

Lessons incorporate a range of teaching strategies from independent tasks, paired and group-work including role-play and language games. Our curriculum focuses on developing what we term 'language detective skills' and developing an understanding of French grammar, and key vocabulary rather than on committing to memory vast amounts of French vocabulary. Pronunciation is emphasised early on to support pupils with phoneme pronunciation in French. Learning in each French lesson is recorded in a class floor book, tracking progress made by children of all abilities. Guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all. In order to help pupils to retain their French learning, we incorporate French into the classroom environment every day.

Strong subject knowledge is vital for staff to be able to deliver a highly- effective language curriculum. We therefore have access to multiple teacher videos to develop subject knowledge and support ongoing CPD. This ensures that teachers feel supported to deliver lessons of a high standard that aid pupil progression.



## CURRICULUM IMPACT

The impact of the curriculum can be monitored continuously through both formative and summative assessment. This includes:

- Learning walks to gauge pupil involvement and teacher confidence in delivering the curriculum.
- Key questioning skills within units and built in assessment opportunities which are provided within the curriculum.
- Seeking pupil voice through interviews, questionnaires.
- Teachers use Target Tracker termly to judge attainment against objectives and to plot progress made. Data is used to monitor progress and identify children who are working below age-related expectations.

After the implementation of French, pupils should leave school equipped with a range of language-learning skills to enable them to study French, or any other language, with confidence at Key Stage 3.

The expected impact of following the French scheme of work is that children will:

- Be able to engage in purposeful dialogue in practical situations (e.g., ordering in a cafe, following directions) and express an opinion.
- Make increasingly accurate attempts to read unfamiliar words, phrases, and short texts.
- Speak and read aloud with confidence and accuracy in pronunciation.
- Demonstrate understanding of spoken language by listening and responding appropriately.
- Use a bilingual dictionary to support their language learning.
- Be able to identify word classes in a sentence and apply grammatical rules they have learnt.
- Have developed an awareness of cognates and near-cognates and be able to use them to tackle unfamiliar words in French, English, and other languages.
- Be able to construct short texts on familiar topics.
- Meet the end of Key Stage 2 stage expectations outlined in the National curriculum for Languages.